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ABSTRACT

Articulation between public and private, for-profit (proprietary) schools can help reduce costs without reducing the number of options available to students. Articulation can assume many forms, including contracts to offer classes for other institutions, combined (dual) enrollments, shared facilities and/or faculty, enrichment programs, 1 + 1 programs, and pretechnology programs. Despite the many benefits of articulation, a number of barriers to articulation remain. These include communication breakdown, lack of enthusiasm, inability to sell the concept at the top level, lack of leadership, faculty reluctance, elitism, and reluctance to change curriculum. Individuals interested in developing an articulation agreement with a for-profit school should identify the need for and benefits of articulating, identify other educational institutions that would benefit from an articulation agreement, assign an individual the responsibility of directing the articulation effort, establish clear communication channels between the institutions involved, determine the college or university degree program into which the private school student can transfer, establish whether the transfer will be granted on a course-by-course basis or on the blanket concept, develop written agreements, begin by selecting one or two program areas, establish a system for certifying student competencies for the articulated courses, and publicize the articulation arrangement. (MN)

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Information Series No. 315

ARTICULATION BETWEEN FOR-PROFIT PRIVATE OCCUPATIONAL SCHOOLS AND SECONDARY VOCATIONAL PROGRAMS/ COLLEGES AND UNIVERSITIES

Max J. Lerner
Ohio Council of Private Colleges and Schools

U.S. DEPARTMENT OF EDUCATION
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FOREWORD

Private occupational schools provide job training similar to that of secondary and postsecondary vocational and technical schools. Greater cooperation between the two types of schools offers many benefits to the schools, students, and employers. This paper reviews successful articulation efforts, discovers barriers to articulation, and offers recommendations to initiate and maintain effective articulation agreements. It should be of interest to all vocational and adult educators, including federal and state agency personnel, teacher educators, researchers, administrators, teachers, and support staff.

The profession is indebted to Dr. Max J. Lerner for his scholarship in preparing this paper. Dr. Lerner is Executive Director of the Ohio Council of Private Colleges and Schools and is also Director of MJL Educational Consultants. Previously he served as vice-chancellor for Two-Year Campuses of the Ohio Board of Regents and was founding president of Lorain Community College.

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Chester K. Hansen
Acting Executive Director
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in Vocational Education

EXECUTIVE SUMMARY

Much is being written today in educational circles about articulation. This paper addresses a particular facet of this type of cooperation as it pertains to private occupational schools. For the purposes of this paper the term *private occupational schools* is used to denote for-profit institutions, both schools or colleges, that provide occupational programs. These institutions may be private or publicly held. Many educators refer to these institutions as "proprietary schools." Even though these private occupational schools have a long and distinguished history of preparing individuals for the world of work, they are not well known or understood by the general public or other types of educational institutions. A short explanation of private occupational schools is contained in this document.

Three main types of articulation are addressed. The first deals with the private occupational schools that accept secondary vocational program graduates into their educational offerings. In the process of conducting the research for this paper, very few examples were found of this type of activity. Only recently have public community colleges begun to recognize the competencies offered in secondary vocational programs. The granting of credit for competencies obtained in secondary vocational programs has a positive implication for the private occupational schools.

The second type of articulation deals with cooperation between two or more private occupational schools. Even though several of these schools may be located in the same community, there is little evidence of articulation in occupational programs. The acceptance of credit from one private occupational school by another holds great promise, particularly for the students.

The third articulation arrangement discussed in the paper deals with graduates of private occupational schools continuing their education at a community college or a 4-year college or university. Many private occupational schools throughout the nation are interested in this concept, and more has been written describing this type of articulation than the previous two. Both the National Association of Trade and Technical Schools (NATTS) and the Association of Independent Colleges and Schools (AICS) have had committees working on such an articulation arrangement.

Articulation involves more than the transferability of credit. There is merit in the possibilities of contracting for services, sharing facilities and faculties, combining enrollments, and developing meaningful "1 + 1" and "2 + 2" programs. As society faces the challenge to provide occupational programs to the nation's youth and adults, the potentialities available in each of the various types of postsecondary institutions must be considered. There is a strong need for further study and research in the field for developing a better understanding and cooperation between private occupational schools, secondary vocational educational programs, and other types of postsecondary institutions. Students, as they develop career ladders, are requesting the transferability of credit, and society is demanding better use of public and private monies dedicated to vocational and occupational education.

INTRODUCTION

State planners, secondary schools, community colleges, and 4-year colleges and universities, as well as private occupational schools, are giving some attention to institutional cooperation. (The author has chosen to use the words *private occupational schools* to denote for-profit institutions whether these schools are referred to as schools, colleges, or universities.) Those institutions that provide occupational programs may be private or publicly held and are often referred to as "proprietary schools." These types of institutions are under some pressure to execute cooperative arrangements in order to save money for the students as well as the taxpayers.

The purpose of this paper is to identify the extent to which the various types of schools and colleges are involved in articulation with private occupational schools, to list some examples, to offer steps to follow in developing an articulation agreement, and to list areas for further study.

School administrators, whether public or private, secondary or postsecondary, should be interested in exploring the potential of cooperation. Articulation is an ongoing, exciting, challenging, and thought-provoking process that demands time and careful consideration. It is not a quick fix or a financial windfall, but perhaps a better way to provide educational services to students. Articulation is a process that is extremely positive in concept but at times difficult to implement. A major obstacle is that private occupational schools, secondary vocational schools, community colleges, and 4-year colleges evolved independently of each other with different objectives and purposes. As they try to work together, these differences are often magnified.

Articulation can be defined as a coordination of programs that allows students to progress without duplication of time, effort, or expense to themselves or taxpayers. It contains the granting of postsecondary or college credit for the mastery of competencies that are equivalent to the postsecondary or college course. It also includes contracting (the purchase of education and training that would not otherwise be available) and the sharing of resources, faculty, facilities, and equipment; it may even extend to joint programs with dual enrollments.

Some of the advantages of articulating with other institutions for both the institutions and the students they serve include the following:

- Properly advertised and promoted, transfer arrangements can assist the private occupational schools in attracting more and better students. This is particularly true if the private occupational schools will accept a block of credits, which shortens the student's programs.
- When agreements are reached that recognize the quality of instruction given in a private occupational school, the public acceptance of the school is enhanced.
- The public schools, colleges, or universities as well as the private occupational schools can eliminate some courses that the articulation effort shows are duplication.
- If the transfer arrangements accelerate the degree program, the student costs of attending postsecondary education should be reduced.

- Having a transfer option available, the private occupational school should enhance the quality and volume of students, particularly those students who are successful in their first attempts at postsecondary education and desire to continue their education.

Much has been written concerning the transfer of students from community colleges to 4-year colleges and universities by the American Association of Community and Junior Colleges (AACJC) and others. Of particular interest is the AACJC publication, *The Articulation/Transfer Phenomenon: Patterns and Directions* (Kintzer and Wattenbarger 1985). The AACJC has also published articles regarding the articulation between secondary vocational programs and 2-year colleges. The National Center for Research in Vocational Education recently published *Avenues for Articulation* (Long et al., 1986) which discusses articulation between secondary and postsecondary occupational programs. The National Association of Trade and Technical Schools (NATTS) has published an *Articulation Tool Kit* (Lerner 1986) for its members. This kit deals with articulation between its private occupational schools and other types of postsecondary occupational institutions.

A review of the literature and a search of the Educational Resources Information Center (ERIC) database reveal that very little has been written about articulation between secondary vocational education programs and private occupational schools, or about cooperative agreements between private occupational schools. A few articles do describe articulation between private occupational schools and other types of postsecondary occupational programs and/or institutions.

Much of the data provided in this paper was secured by personal interviews, conference attendance, correspondence, and telephone conversations with various individuals from the cited institutions.

Private Occupational Schools

Educators are familiar with vocational secondary programs, community colleges, and 4-year colleges and universities. However, many of them are not familiar with private occupational schools (proprietary). Jung (1980) noted that private occupational schools have provided a significant portion of vocational training in this country since the Colonial period. Since the 1972 Education Amendments, these schools have been formally recognized as part of the postsecondary educational community. Students in private occupational schools became eligible in 1965 for federally insured loans, and in 1972 these students also became eligible for other federally sponsored loan and grant programs. Private occupational schools are eligible to contract with local educational agencies to provide vocational training programs supported through the Vocational Education Act.

Perhaps because they are operated on a profit-seeking basis, proprietary schools have generally been held in low esteem by members of the educational establishment, including teachers, counselors, and, to some extent, government policymakers. Fulton (1969) noted that "proprietary education has been viewed often as a hardy weed in the academic garden" (p. 1,022). However, with estimated enrollments in the millions, these schools cannot be ignored in any serious attempt to understand available vocational education resources.

Lerner (1985) indicated that gone are the stories of 40-50 years ago when many of the schools were a dingy room on the third floor of a dilapidated downtown office building with classes taught by the owner and his wife using old, inadequate equipment. Almost without exception, today's classes are held in excellent facilities and have well-trained professional staffs and up-to-date equipment. These schools represent large investments by the owners and the teachers are dedicated to quality and excellence.

In addition to the commitment to quality on the part of owners and staff, proprietary institutions throughout the nation, particularly those offering associate and baccalaureate degrees, are very highly regulated by state regulatory boards. In Ohio, for example, the State Board of School and College Registration, with a full-time executive secretary and five part-time consultants, provides leadership as well as regulation (Maurice Jones, executive secretary, conversation with author). The board's goal is "to safeguard the educational investment of Ohio citizens through the regulation of proprietary school operations." Its objective is to ensure that only qualified schools are permitted to do business in Ohio. Most states have a similar state regulatory agency. In some states, these regulations for degree-granting private occupational schools are regulated by a State Board for Higher Education.

Most of these institutions are accredited by one of the national postsecondary accrediting associations that follows procedures established by the Council on Postsecondary Accreditation (COPA). The four specialized accrediting agencies recognized by COPA for private occupational schools are the following:

- The Accreditation Commission of the Association of Independent Colleges and Schools (AICS), formerly the United Business Schools Association, accredits noncollegiate business schools and junior and senior colleges of business. Formed in 1962 by the merger of two associations, one dating from 1912, AICS has been a recognized accrediting agency since 1956. It requires applicants and member schools to meet basic state licensing requirements; have been in business at least 2 years; meet or exceed stated standards for facilities, faculty, and student services; and adhere to tuition refund policy. AICS currently accredits 520 schools, of which over 100 are authorized to grant at least the associate degree (Phillips 1985).

- The National Association of Trade and Technical Schools (NATTS) accredits noncollegiate trade and technical schools. Formed in 1965, NATTS has membership standards similar to those of AICS. There are currently 548 member institutions located in 48 states. Over 80 of these schools award at least the associate degree.

- The National Home Study Council (NHSC) was organized in 1926 and became a formal accrediting body in 1955. Its standards focus on elements thought to be essential for successful correspondence instruction, as well as ethical business practice. Currently 90 institutions hold NHSC accreditation.

- The National Accreditation Commission of Cosmetology Arts and Sciences (NACCAS) is a relative newcomer to this field, created in 1968 by the merger of two smaller associations. NACCAS currently recognizes over 1,100 noncollegiate schools of cosmetology.

In addition to these four specialized accrediting groups, several private occupational schools are receiving accreditation from its regional accrediting association.

Because of the financial investment that has been made in most of the private occupational schools, the owners insist on high-quality education programs with good teachers and excellent placement records. These schools realize that if their students are not satisfied with their educational programs and if graduates fail to find entry-level jobs, the schools' reputation, and in turn their business, will suffer or cease to exist.

Most teachers in private occupational schools have worked extensively in business or industry and know their subject on a practical as well as an academic level. Students respect teachers who have had years of real work experience in the subject in which they are teaching. Since these schools often are relatively small and restrict their educational programs to a limited number of courses, the

classes generally are small and students are given a great deal of individual attention. These schools are student-oriented—the education or training of the student for a meaningful occupation comes first.

Private occupational schools are highly responsive to changes in the labor market and to the needs of employers. These schools are responsive to dropping and adding programs because of changes in local labor market conditions. Thus, decisions to add programs are based primarily on student requests and employer needs. Schools in general also rely heavily on industrial advisory committees to determine if and when new programs should be added. Similarly, declining enrollments and difficult placement are the primary reasons for dropping programs. Since teacher tenure is not a part of the private occupational school industry, and most of the schools are small, they can respond with needed changes in a quick fashion.

EXAMPLES OF TRANSFER AGREEMENTS

The transferability of credit by the various institutions is receiving considerable attention at the national level. At the recent conference of the Association of Independent Colleges and Schools, it was reported that there is a movement on the part of the federal financial assistance offices to require transfer agreements for students receiving federal financial assistance. Some believe that students receiving federal financial aid should not be required to repeat subject-matter content that was acquired in other postsecondary educational institutions where the students are also receiving federal financial assistance.

Several states are considering statewide articulation efforts. Perhaps the most noteworthy is the state of Maryland. In July 1986 the State Board for Higher Education, which also governs private occupational schools, conducted a statewide workshop with interested private occupational schools and the community colleges to discuss the transferability of credit. The interested community colleges were provided approximately $5,000 to free staff time for the development of transfer agreements between private occupational schools and community colleges. Patricia R. Roche, the coordinator of this articulation effort, recently reported to the author that progress is being made, and she expects to have at least 20 transfer articulation agreements soon.

Undoubtedly, other states would benefit from the Maryland experience. The author believes that much of the Maryland success was accomplished through the grant money provided for the release time of the community colleges' staff.

A Joint Statement on Transfer and Award of Academic Credit contained in *Accreditation Criteria* (Phillips 1985) published by the Accrediting Commission of the Association of Independent Colleges and Schools (AICS) was endorsed by three national associations: the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Educational Credit, and the Council on Postsecondary Accreditation.

This statement says,

> Transfer of credit is a concept that now involves transfer between dissimilar institutions and curricula and recognition of extrainstitutional learning, as well as transfer between institutions and curricula of similar characteristics. As their personal circumstances and educational objectives change, students seek to have their learning, wherever and however attained, recognized by institutions where they enroll for further study. It is important for reasons of social equity and educational effectiveness, as well as the wise use of resources, for all institutions to develop reasonable and definitive policies and procedures for acceptance of transfer credit. It is the receiving institution's responsibility to provide reasonable and definitive policies and procedures for determining a student's knowledge in required subject areas.
>
> Transfer of credit from one institution to another involves at least three considerations: (1) the educational quality of the institution from which the student transfers; (2) the

comparability of the nature, content, and level of credit earned to that offered by the receiving institution; and (3) the appropriateness and applicability of the credit earned to the programs offered by the receiving institution, in light of the student's educational goals. (p. 79)

Transfer between Public Secondary Vocational Programs and Private Occupational Schools

When considering types of articulation, transfer of credit, dual enrollments, sharing facilities, or joint appointment of faculty, certain fundamental principles should be applied. These principles are best summarized by the 10 essential practices for articulation contained in *Avenues for Articulation* (Long et al. 1986).

1. **Leadership and Commitment from the Top.** Strong leadership and commitment at the top administrative level are required of all schools and colleges involved in the articulation arrangement. This is often a long-term process requiring continual effort by all parties involved.

2. **Early Faculty Involvement.** Faculty involvement in the development of articulation procedures and materials is essential to articulation success. When possible, faculty members should be included in articulation planning and curriculum development meetings. Also, in order for articulation participants to know, understand, and gain respect for each other, regular planning, development, and review meetings need to be scheduled. To reduce turfism, these meetings may be held in various school locations. This would also provide each participant the opportunity to see others' facilities.

3. **Relationships Based on Mutual Respect and Trust.** Respect for, and trust among, key persons in each organization is essential in the articulation arrangement. Professional respect is achieved only when people talk about their goals and accomplishments and share their aspirations for the future. Building trust is often a lengthy process that develops through working together toward common goals. In advanced placement situations where high school teachers certify the competencies of their graduates, skepticism is soon erased when college instructors see that students coming to them really have acquired specified competencies.

4. **Mutual Benefits to All Partners.** Articulation requires extra effort, time, and resources. Participants in articulation activities are not likely to commit themselves until they clearly understand the benefits. In fact, the benefits may exceed the costs. . . . [A]rticulation serves students best by saving them time and money, since courses do not have to be duplicated. Also, when secondary and postsecondary teachers work together to review, upgrade, update, and coordinate their curricula, not only do the curricula improve, but the teachers themselves benefit from the process. Finally, faculty and administrators at all levels can use articulation as a recruiting and public relations tool. Most articulation programs provide graduates with higher level competencies in response to employers' demands.

5. **Written Articulation Agreements.** A formal, written articulation agreement that is renewed annually should be prepared and signed by the chief executive officers (CEOs) of the schools and colleges. . . . Sometimes the entire process started with a memorandum of understanding and, as the articulation system became more fully developed, a written

agreement was signed by the institutional leaders. Practitioners advise that an agreement be specific enough to establish the system and flexible enough to keep it running.

6. **Open, Clear, and Frequent Communications.** Communication between parties in the articulation process should be open, frequent, and clear. Key groups—program faculty, administrators, and so forth—need to meet regularly. Equally important is communication within each institution, from administrators to faculty and vice versa. [There is a] need to communicate effectively the opportunities and benefits of articulated programs to school counselors, students, parents, and employers. Unless these four groups are well informed about the articulated programs, the best system in the world will not be effective.

7. **Modest Initial Goals.** When embarking upon articulation, select a vocational technical program area where conditions and attitudes favor articulation. Then build upon that success in developing other articulated programs. A department or vo-tech area where faculty members have demonstrated openness to change and can perceive the benefits of articulation to their students and to their program is a good place to begin. Those departments that have active relationships with their counterparts at the other educational levels also represent potential starting points.

8. **Clearly Defined Responsibilities.** An individual should be assigned the responsibility for articulation, whether an articulation coordinator jointly funded by the high school district and the community college, or separate persons assigned at each level. . . . [To] ensure success with articulation, someone must be assigned the responsibility for articulation and given the time and resources to bring it about. The arrangement that shows maximum commitment and cooperation is the joint employment of a single articulation coordinator funded by both levels of education. Such an arrangement is particularly important when extensive curriculum revision and development must be undertaken.

9. **Competency-based Curricula.** Building articulated educational experiences is easier when learning activities are built around the competencies to be developed. Competency-based education helps students see what skills they have developed and where they should begin their postsecondary program. It provides a structure for examining courses, and instructors have a common approach and educational language when planning articulation.

10. **Common Focus on Mutual Goals Rather Than Individual Turf.** Developing interinstitutional relationships is a complex process whereby participants must be willing to work for their common good rather than to their own advantage. When institutions are competing for students, credit hours, or resources, it is often difficult to develop a new cooperative structure linking or integrating parts of their organizations. To get the process started and cooperative relationships established, it is helpful for parties to begin with issues they can agree upon, then build from these. If difficulties are encountered and turfism becomes evident, it is important to keep in view overriding common goals, such as improved or expanded educational programs, better use of resources, and smoothing students' passage from one educational level to the next. (pp. 31-38)

Although few examples can be found of cooperative efforts between public secondary vocational programs and private occupational schools, such agreements can provide the private occupational school with more students, and the students can shorten the time required to complete their postsecondary program. Several community colleges have transfer agreements already in effect; the private occupational schools should use these types of agreements as models for the design of their own. Students satisfactorily completing a secondary vocational education

program have acquired a great deal of skill and knowledge regarding a very specific field of study. In many cases, the student will have devoted more than half of his or her time during the junior and senior years of high school in training or education for job preparation. Several community colleges throughout the nation have recognized the already learned skill and knowledge and have in operation an advanced placement policy to grant some college credit for these achievements. In many cases, the credit is granted on the basis of the secondary teacher's recommendation without any testing or charge for the credit granted. For example, Dr. George P. Melican, Dean of Instruction, Allegheny County Community College, reports that the college has recently signed articulation agreements with the Pittsburgh public schools in the fields of Construction, Surveyor Technology, Secretarial Science, Electrical/Electronic Technology, Dietary Management, Medical Assisting, and Culinary Arts. The two occupational faculties met for several months and the secondary faculty made some curriculum changes in order to integrate student competencies. Depending on the particular discipline, Allegheny grants 3-18 hours of credit for the secondary school preparation. The requirements to receive advanced credit generally include the following:

- Applicants for advanced credit must meet the college and program requirements for admission and become matriculated students.
- Applicants will receive advanced credit after successful completion of 12 credits ("C" grade minimum) at the Allegheny campus.
- Students who earn "A" grades will receive advanced standing credit(s) for the course.
- Students who earn "B" grades can gain advanced credit through the "Credit by Examination" procedure.

Another example is reported by Dr. William Martin, Dean of Instruction, at Williamsport Area Community College in Pennsylvania. For many years this college has granted free credit under the advanced placement concept. Each year, approximately 200 entering students from secondary vocational programs are granted credit based on the competencies obtained in their vocational program as determined by their high school teachers.

Traditionally, 2-year postsecondary teachers have been reluctant to accept secondary learning experiences for college credit, yet these same teachers expect 4-year colleges to accept their students' accomplishments without question. Often, members of the faculty believe the students are not qualified and will not do well at the postsecondary level.

The research conducted by Williamsport Area Community College over the last 20 years clearly indicates that advanced placement students generally do better in the postsecondary setting than students recruited through normal channels. This research also indicates that the secondary teachers are very conservative about the true level of competencies of their students. In most cases, if the postsecondary teachers determined the amount of college credit granted to individual students, the number of credits granted would be higher.

A student who has satisfactorily completed a secondary vocational education program to become a secretary probably has achieved the typing and shorthand skills at a fairly high level. In many cases, the skill levels in these two important areas may be as high as they will ever be. Private occupational schools may wish to recognize this accomplishment and either shorten the postsecondary experience by granting credit or design new programs that will build on these already acquired skills.

Perhaps the private occupational schools can recruit more and better students through such cooperative efforts. Spencerian College, a private occupational school in Louisville, Kentucky, has such a cooperative arrangement with several vocational centers according to literature supplied by Dr. Steven Coppock, Vice-President for School Administration. In order to recognize the academic achievements of such students, Spencerian College offers a tuition-reduction program in the form of an articulation agreement with the qualifying high schools in the geographic area. Students from qualifying high schools who have earned "A" or "B" grades in 1 or more of the courses listed below may transfer up to 16 credits (4 classes) to Spencerian College. Students who are able to transfer the full 16 credits will reduce their tuition at Spencerian by almost $1,000. Transfer courses include these:

- English
- Typing
- Business Law
- Secretarial Accounting
- Human Relations
- Anatomy and Physiology
- Salesmanship
- Merchandise Math
- Math
- Shorthand—Gregg
- Business Correspondence
- Accounting I
- Filing and Records Management
- Medical Terminology
- Business Communication
- Consumer Economics

Dr. Coppock also reported that Sullivan Junior College of Business, a private occupational school in Louisville, Kentucky, has a similar arrangement; the following statement is in the college's catalog:

> Students entering this program must have grade averages of B or better in two years of Shorthand and two years of Typing in high school and must have completed an introductory class in Office Practices and Procedures or participated in a co-op program. Saves three to five months and 25 percent tuition in this accelerated program.

Generally, the schools do not assign a grade for the individual subjects for which credit was granted, and such credits are not calculated in establishing cumulative grade point hour ratio. Some schools include this type of advanced placement credit on the student record as "experiential learning," the same as for students who obtain credit from other types of prior learning. One drawback to this approach is the inability later to identify which students, from which high schools, were accepted on this basis and how successful they were in later studies. It was also observed that credits granted were most often held in escrow until the students had completed one or more courses in a related field of study on the college campus.

Often, the competencies learned in various high school programs do not specifically match the desired competencies expected in one or more college courses. The dilemma then arises as to which course or courses the credit is given. This problem can be minimized at the time of working out the formal agreement if the high school and private occupational school faculty will adjust their respective course content to permit a better approach to cooperative curriculum planning. This problem does not exist where the high school and postsecondary school currently are competency based and subjects are taught on an individualized and/or open-entry, open-exit concept. Some schools have or are planning to include in each of their programs an introductory or survey course to the particular subject-matter field for which credit can more easily be given as part of advanced placement.

Another example involves several secondary vocational programs and postsecondary institutions participating in an Automotive Service Excellence (ASE) project sponsored by the National Institute for Automotive Service Excellence (NIASE), a nonprofit institution in Reston, Virginia. A special board of NIASE, the National Automotive Technical Education Foundation, certifies programs in

several categories. These categories are Engine Repair; Engine Performance; Suspension and Steering, Brakes, Automatic Transmission; Manual Drive Train and Axles; Electric Systems; and Heating and Air Conditioning. Private occupational schools could establish cut-off grade points for students completing the certified program areas and grant credit in their institutions for this display of student competencies.

Some practitioners have suggested that this type of test can be used in articulation arrangements. For example, if a secondary vocational student passes one or more of the ASE tests, it may be assumed that he or she has a definite competency in this area of automotive study. The receiving institution may wish to accept the passing score on the test in lieu of enrolling the student in particular courses at the postsecondary institution.

Some private occupational school teachers, like their counterparts in the community colleges, would like to require competency testing. The testing phenomenon has been with us for many years. However, most students do not take advantage of this option. Testing, in many respects, is just another obstacle to obtaining postsecondary education. It requires time and money. By developing an articulation agreement, institutions can develop mutual trust and respect, and students can move smoothly from one program to another without loss of time. Most institutions charge a small fee for the administration of the test and/or for the recordkeeping. None of these schools charge the full price for the number of credits granted.

Most private occupational schools concentrate a great deal of their recruitment efforts on working with high school counselors. Yet, research indicates that classroom teachers have more effect on the further plans of their students than do counselors. For example, a secondary vocational secretarial science teacher who believes in the program offered by a private occupational school can influence many students to choose the private occupational school when considering postsecondary education.

Transfer between Private Occupational Schools

Private occupational schools approach the same general discipline through a variety of programs. Electronics may be taught in one school as a 6-month program; in another school, Electronics may be a 12- or 18-month offering; in still another, it may be a 2-year associate degree program; and in some instances, Electronics may be expanded to a baccalaureate degree offering. Needless to say, the longer the program the greater the expectation for the quality of the graduates. The shorter programs may be designed to produce an electronic repairperson, whereas the degree programs will turn out highly prepared electronic technicians.

In many cases, several private occupational schools teaching electronics, at different levels of expectation, exist in the same community. Although articulation between one private occupational school and another is almost nonexistent, the concept has many advantages to the students and, perhaps, the institutions. Those students who complete a 6-month course may later decide that they need additional preparation that may be available at one of the other schools, or graduates of the shorter program may later decide to pursue a degree at one of the other private occupational schools.

A planned articulation agreement, built on a curriculum ladder concept, would be of great assistance to many students. They would not be required to repeat learning experiences, the time for completion would be shortened, and the cost would be reduced. The school would be able to maintain adequate class size by filling empty seats with transfer students. A well-publicized articulated program should also assist in recruiting more and perhaps better qualified students.

According to literature supplied by Joan Bush, Associate Director, United Electronics, a private trade school in Tampa, Florida, offers associate degrees and has a transfer agreement with Tampa College, a private baccalaureate degree-granting business school. Through this agreement, Tampa College will accept a block of 112 quarter credit hours into its Technical Management baccalaureate program. In addition, Tampa College will accept on a course-by-course basis one-half to three-quarters of the courses taken at United for students deciding to matriculate into other baccalaureate programs.

Another transfer agreement example between Strayer College, a baccalaureate degree granting private occupational school in Washington, D.C. and Commonwealth College, a private occupational school in Norfolk, Virginia, was discussed in telephone conversations with the author. Strayer College will accept students who graduated from Commonwealth College with an associate degree and a minimum of 2.0 cumulative average on a 4.0 scale. For students who have completed other programs at Commonwealth College, Strayer College agrees to evaluate their courses with a "C" or better average for acceptance as elective credits and/or credits applicable to specialized fields of study when appropriate.

Johnson & Wales College, a private occupational school in Providence, Rhode Island, allows a full transfer into a baccalaureate degree program for students completing associate degrees at Commonwealth College. According to correspondence from Cynthia M. Haslam, Director of Transfer Admissions at Johnson & Wales College, Commonwealth graduates will be granted junior standing if they have a minimum of 2.0 cumulative grade average and have no "D" grades in their major courses. Johnson & Wales College currently offers eight baccalaureate degree programs.

Still another example of a transfer policy exists within the ITT network of schools. The main ITT school is located in Indianapolis, Indiana, and offers two baccalaureate degrees: one in Automated Mechanical Technology and the other in Electronics. According to Rene Champagne, president, these baccalaureate programs were started to offer a capstone approach for individuals who have completed associate degree programs in other ITT schools located throughout the nation. In recent months, they have agreed to accept transfer students with similar associate degrees from public community colleges as well as from other private occupational schools.

Through these types of cooperative efforts, two or more private occupational schools could provide meaningful "1 + 1" or "2 + 2" programs. Such efforts would require certain curriculum revisions on the part of the sending institution, but the advantages for the students would justify this extra work. The National Association of Trade and Technical Schools (NATTS) will suggest ways for interested schools to pursue these types of articulation efforts in their forthcoming document on articulation.

Transfer between Private Occupational Schools and Other Postsecondary Colleges and Universities

Nondegree-Granting Private Occupational Schools and Community Colleges

Transfer agreements between a nondegree-granting school and a community college may represent the best opportunity to establish a transfer of an entire program for a block of credits. The community colleges would grant 30–40 hours of credit for the completion of a program. The transfer would be much like a university accepting a baccalaureate degree as entrance into a master's program. The nondegree schools are often plagued with the thought of upgrading some of their

programs to become degree-granting institutions. By pursuing degree offerings, these schools must establish a cadre of courses in English, math, and the social sciences that are expensive to operate and that embark the school on a new, uncharted academic course.

Many nondegree schools have already been very successful in operating 6-month and 1-year programs and in delivering such courses. They do not want to deviate from their mission or successful record by attempting a new field offering associate degrees. Articulation with a public community college can make associate degrees available to the schools' students without unduly upsetting the ongoing programs at the school.

In a community college, the occupational programs generally have a satisfactory first-year enrollment in their programs, but because of withdrawals, they often do not have sufficient students to justify financially the second year of the program. In general, the community colleges are interested in articulated arrangements with private occupational schools because articulation provides them an opportunity to enroll more second-year students into their associate degree programs. This helps bolster enrollments in the declining second-year class.

A particular example of this type of articulation exists in Cuyahoga County, Ohio, as reported by Nolan Ellison, president. Cuyahoga Community College has an agreement with nine private occupational schools located in the Cleveland area. Most of these nine schools do not offer associate degrees, and the community college has agreed to grant program completers 45 quarter credit hours of the college's required 93 quarter credit hours. Of the remaining 48 quarter credit hours, more than half will include general studies and humanities courses to be completed at the community college on a full-time or part-time basis. These transfer students are candidates for the Associate of Technical Studies degree at Cuyahoga Community College.

The decision was reached at an early date to use the generalized Associate of Technical Studies degree as a vehicle to accomplish this articulation effort. This degree was designed to accommodate the transfer student and fall under the general supervision of the college administration rather than the faculty. Using this degree for this purpose eliminates the necessity of course-by-course evaluation and the involvement of many faculty as required in the more traditional programs such as the Associate of Applied Science degree in specific technical areas like Electronic Engineering Technology.

Degree-Granting Private Occupational School to Four-Year College or University

The establishment of relationships between a degree-granting private occupational school and 4-year colleges or universities is somewhat more difficult than with community colleges, particularly when one considers the larger public colleges or universities. Generally, most colleges within these larger institutions have sufficient enrollments and are not particularly interested in working out articulation arrangements. It may be somewhat easier to work with nonprofit, private 4-year institutions. Many of these institutions are struggling for enrollments and are willing to consider new options such as articulation.

In considering the transferability to 4-year colleges or universities, one might consider informal arrangements rather than formal agreements. A formal agreement would involve an institutional committee that might include the president, provost, admissions officer, college deans, department chairpersons, and individual faculty members. Several schools have developed informal arrangements with 4-year institutions by working with the department chairpersons or individual

faculty members. Informal arrangements with department chairpersons, who understand the private occupational schools' offerings, have resulted in students being accepted for credit by bypassing the admissions officer.

According to James Tussing, president, Bliss College, a private occupational school in Columbus, Ohio, has an agreement with Urbana College, a private nonprofit college in Ohio. Urbana has agreed to accept all the credits offered by Bliss as part of their associate degree program for those students in pursuit of a baccalaureate degree. Bliss also provides space in its Columbus school for Urbana to teach upper-division courses. Each year several of Bliss' graduates take advantage of this arrangement.

The Rochester Institute of Technology (RIT), in Rochester, New York, has a similar agreement with the Ohio Institute of Photography (OIP), in Dayton, Ohio. According to Terry Guthrie, OIP president, students receiving "C" or better grades in the private occupational school in Dayton can transfer much of their course work to RIT. Some students could complete a bachelor of science degree at RIT in 2 years plus 2 summers. Some receiving departments, like Biomedical Photographic Communications, will grant as much as 77 credits; the Photographic Technology Department will grant 89; and Applied Photography will grant 54.

Ferris State College in Big Rapids, Michigan, has a long history of accepting students from proprietary education. As reported by Carl S. E. Walker, Director of Admissions and Registrar, this has been particularly true for schools accredited by AICS. Their transfer statement says,

> Applicants for admission to Ferris State College who have previously attended other colleges or universities are required to submit official transcripts of credits earned as a part of the application procedure. Evaluation of previous college work is a part of the admission process.
>
> SPECIAL TRANSFER PROGRAMS—It is the policy of Ferris State College to provide each transfer student with an opportunity to work toward a baccalaureate degree without loss (or with minimum loss) of credit regardless of the prior area of concentration. To accomplish this purpose, provision has been made for full acceptance of: (1) any associate degree from a regionally accredited institution toward specified baccalaureate degrees in the School of Business; (2) most associate degrees in vocational, technical, and health-related areas toward a degree in teacher education; and (3) an associate degree in any one of several other areas toward a baccalaureate degree in the same or in a related area.
>
> For students who have not yet earned an associate degree, transfer of previously earned credits will be on a course-by-course basis.
>
> TRANSFER OF CREDIT—Credits applicable toward the curriculum for which the student is applying which were earned at a college or colleges accredited by the North Central Association or equivalent accrediting agencies are accepted at the time of admission. Credits applicable to the curriculum for which the student is applying which were earned at nonaccredited institutions are conditionally accepted at the time of admission. Final acceptance of such credits is granted when the student has earned a minimum of 45 quarter hours of credit applicable to a four-year or longer curriculum, or 25 percent of any program less than four years in length, with an honor point average of at least 2.00 at Ferris State College. A maximum of one-half of the total quarter hours required for completion of a baccalaureate degree may be accepted from an accredited two-year college. Students who transfer from nonaccredited colleges must complete a minimum of 100 quarter hours

of credit at an accredited four-year college or colleges in order to be considered for the awarding of a bachelor's degree by Ferris State College.

Grades for courses accepted from another college or colleges are not included in the computation of the Ferris cumulative honor point average. (Ferris State College 1984-1986, pp. 27-28)

Many transfer students have been accepted into the School of Business, some in the School of Education, and a few in the School of Technology. The School of Technology offers numerous baccalaureate and associate degrees in automotive, construction, electronics, graphic arts, manufacturing, and welding that makes the articulation effort more convenient.

In accordance with the literature furnished by Dr. Elaine Alden, Director of Advanced Technical Studies, Southern Illinois University (SIU), Carbondale, through its School of Technical Careers, has a unique arrangement for the acceptance of associate degree graduates from proprietary schools. These transfers can receive up to 60 hours of credit for previously completed technical/occupational education. In all cases, the completers of the Bachelor of Science degree would be required to undertake a minimum of 60 additional hours of credit work at a senior (4-year) institution, including a minimum of 30 semester hours at SIU. These 60 semester hours of transfer would include course work in at least two categories: general education and major specialties. A total of 45 hours of general education courses are required with a variety of courses in natural and social sciences, humanities, composition, speech, math, and physical education.

Through SIU's "CAPSTONE" Program general education offerings, some credit could be granted in general education taken as part of the transfer associate degree. Major specialties consisting of a minimum of 36 hours of course work build upon the technical training already received but add an additional area or areas of skill and knowledge beyond that technical training. With the assistance of a supervisor, students can develop their own career development specialization. Some students, for example, might choose computer programming or marketing or any career-related courses for their specialization.

Although SIU does not have a specific written agreement with any proprietary schools, students from United Electronics Institute in Florida, DeVry Institute of Technology, and ITT Institute have successfully transferred associate degree graduates into the School of Technical Careers. Proprietary students desiring to transfer into one of the other schools or colleges into SIU must have their courses examined on a course-by-course basis.

TYPES OF ARTICULATION, RECOMMENDED STEPS, AND PROCEDURES

In the previous chapter, the transfer of credit from one institution to another was discussed in some detail. This type of articulation is the one most commonly considered by school personnel. However, there are several other types of articulation that private occupational schools should investigate.

Contracting to Offer Classes for Other Institutions

According to literature supplied by Larry D. Huffman, vice-president for Academic Programs and Services, Kankakee Community College in Illinois has contracted with a private occupational school, Kankakee Academy of Hair Design, to teach the clinical courses in cosmetology. Students so enrolled receive high school credit as well as credit from the private occupational school. The San Diego county schools in California have several agreements with private cosmetology schools according to material supplied by Henry Pugh, director of Regional Occupational Programs. High school students are sent to the cosmetology schools for their skill classes. The private occupational school is compensated for its services on a rate-per-student contract. Similar arrangements are found in Ohio with contracts between area vocational centers and private cosmetology schools.

In addition, Kankakee Community College has a similar arrangement with a private school, the Kankakee School of Aeronautics, whereby the aeronautics school provides flight training to community college students.

In some instances, it may be desirable for the private occupational school to contract to have certain courses taught by a community college. This is particularly true where the class enrollments are small and the private occupational school cannot afford to employ qualified faculty in some areas of instruction, perhaps specialized sciences or general education. Sometimes an entire class is sent to the college; in other situations, only a few students are permitted to enroll. In other cases where the private occupational school's facilities are superior, the college students are sent to the private occupational school for technical classes. In any case, contracting represents an alternative source of instructional faculty and permits private occupational school students to obtain some exposure to other forms of higher education. In many cases, the institutions could not make the program available to students without contracting for these specialized services.

Contracts are usually written on a cost-per-student-in-attendance basis agreed upon by the two institutions. Generally, the two institutions keep track of these students and make a statement at the end of the year. In order to fulfill contractual arrangements, some adjustments might need to be made in the schedules of the students involved.

A school could contract to offer special summer sessions for high school students in advanced classes in order for these selected students to take advantage of these special high-level classes. Through such an effort, the school not only enriches the curriculum, but students exposed to the school are more likely to attend that school in the future.

Combined Enrollments

Consider the advantage of having private occupational schools and community college students enrolled in the same class. This is particularly beneficial when neither institution has a sufficient number of students to justify offering the course. Dual enrollment has a great deal of merit from an economic, and perhaps, an educational standpoint. This approach also takes advantage of the best equipment available and makes possible the use of additional faculty.

Some institutions implement dual enrollment while still maintaining a separate fee structure for their own students. Others indicate they serve students without additional cost by keeping track of the enrollees and arranging for a settlement at the end of the year.

Some of the barriers to dual enrollment are tuition differentials, scheduling problems, teacher certification, attendance requirements, school counselors, and transportation problems.

The author visited Brevard Community College in Cocoa, Florida, and with the assistance of Joseph M. Keller, Dean of Instruction, witnessed an example of combined enrollments. An articulation agreement between the community college and 10 secondary schools in the county district states that sophomores can take college classes during the summer months to get an early start toward college. During the junior and senior years, these students can enroll in both day and evening classes at the college for both secondary and postsecondary credit. They can complete the requirements for both certificates at the same time and receive their high school diploma and an associate degree at the same ceremony. The state of Florida believes so strongly in this type of articulation that they are willing to fund both the high school district and the community college for students who are dual enrollees.

Another type of combined enrollment could be arrangements between a 2- or 4-year public institution and a private occupational school whereby the private occupational school's degree candidates could obtain their general education and humanities courses at the public institution while obtaining the technical content courses at the private occupational school. Such an arrangement would hold some promise of producing high-quality education for private occupational school students while eliminating the need to include general education and humanities courses in the curriculum.

Shared Facilities

There are often advantages in having two types of schools share the same facility. This is particularly true when the institutions are involved in acquiring the expensive, sophisticated high-tech equipment that neither school can afford on its own.

In some cases, a single laboratory is used by both a private occupational school and community college. In a few cases where the enrollments are small, the combined groups of students are in the laboratory at the same time. In other cases, a laboratory is made available to another institution which brings in its own teachers. (Of course, this could cause a scheduling problem.) Sharing facilities represents the best use of equipment and can save countless dollars. Many postsecondary institutions also believe that such efforts will greatly enhance their recruitment opportunities.

In a few areas like Williamsport, Pennsylvania, and Cocoa, Florida, the community college has been designated as the area secondary vocational center. Although students are usually kept

separate, they share many facilities and teachers. Since the two staffs work together, the articulation from one level of occupational education to the other is easily accomplished. In some cases where the enrollments are low, the two classes are combined. Although secondary students receive high school credit, those who desire to become college students can easily have their work evaluated for college credit. Perhaps a similar arrangement could take place between private occupational schools and secondary schools.

Enrichment Programs

Enrichment programs are generally developed in response to requests from local secondary schools. In some cases, high schools are required by the state to develop programs for gifted youngsters, and they turn to the private occupational schools for assistance.

Enrichment programs allow students who have completed most of their state high school graduation requirements to attend the private occupational school in a program of their choice during their senior year. Generally, the student is required to obtain a letter from the high school principal stating that attending the occupational school will not interfere with the student's high school work. In some cases, students can acquire dual high school and college credit, receiving their high school diploma in addition to earning, in some cases, two semesters' credit toward a college degree. The enrichment model is possible on a full-time or part-time basis and operates during the regular academic year as well as during summer terms. Credits can be held in escrow for later application toward a program at the school or, in some cases, may be transferred to other institutions of higher education.

Students who apply for participation in an enrichment program are usually accelerated high school students planning to attend a postsecondary school after graduation. The typical enrichment program stresses services to 12th-grade students; there are, however, other examples that permit selected 10th- and 11th-grade students to participate.

In addition to permitting high school students to enroll in regular school classes, some private occupational schools offer special noncredit seminars, conferences, and workshops in the summer months to assist in enrichment.

"1 + 1" Programs

In some states, such as in Ohio, several smaller public postsecondary institutions in sparsely populated areas of the state have joined together to offer cooperative associate degree programs. Several colleges offer the first year of a program with the competencies transferring to another institution for the second year's work. This is particularly appropriate when expensive equipment and highly prepared faculty are needed for the second-year curriculum. Care must be taken in planning the course offerings to ensure that those students who stop their education at the end of the first year are prepared for a job as well as for transfer to complete the second year of their associate degree program. Typical examples are respiratory therapy technicians to respiratory therapy technologists, as well as practical nurses to registered nurses.

Similarly, some area vocational centers with strong full-time postsecondary vocational programs may develop articulated programs with nearby community colleges. In such programs, an interested student can have 1 year of work at the vocational center accepted in lieu of the first year of a 2-year associate degree program. Bellevue Community College in Washington cooperates with Lake

Washington Vocational Technical Institute, which is authorized to offer an associate degree, in this type of arrangement.

There is some reluctance on the part of community colleges to participate in these arrangements with other noncollegiate postsecondary schools. The colleges seem to be more interested in arrangements with secondary schools or other 2-year colleges. A portion of this fear may relate to the statewide concern as to which school or college may offer the associate degree.

The "1 + 1" concept may be a good approach for several private occupational schools to consider in a consortium-type arrangement. This course ladder approach may be a way to serve students better, while at the same time increasing enrollments at the private occupational schools.

Pretechnology

All postsecondary teachers would like to have better prepared students enter their programs. The more knowledge entry-level students have, the further they can progress in their postsecondary experience. In their efforts to provide trained personnel for high-tech positions, many postsecondary institutions are working with high schools to prepare individuals to enter their programs.

One leader in this effort is Dan Hull, president of the Center for Occupational Research and Development (CORD) in Waco, Texas. CORD (1984) has developed a 2-year course in applied science for junior and senior high school students that should improve their knowledge of science and math. Several secondary vocational schools throughout the nation have adopted this concept and are developing excellent course material for this 2-year sequence.

Postsecondary institutions must be cautious not to raise their entrance requirements to the point that they academically price themselves out of the market. There is some evidence that teachers and department chairpersons, in their zest for quality, have lost sight of the advantages of higher education for the average student.

Action Steps to Consider for Articulation

- Identify the need for and benefits of articulating with other educational institutions in your area.
- Identify other educational institutions that would benefit from articulating with your school or college.
- Meet with the chief executive officers (CEOs) of these organizations.
- Assign someone the responsibility of directing the articulation effort.
- Identify the person in the private occupational school who can certify transfer students from vocational school programs.
- Establish clear communication channels within your institution and between and among institutions.

- Determine the college or university degree program into which the private occupational school students can transfer.
- Establish whether the transfer will be granted on a course-by-course basis or on the blanket concept.
- Develop written articulation agreements for execution at the institutional level and between program departments.
- Begin by selecting one or two program areas that appear amenable, where faculty members have established relationships, and that have a particular need for articulation. Once these program areas are successfully articulated and the benefits made visible, use these successes to get other occupational departments involved.
- Establish a contact person or department at each school involved in the agreement.
- Provide secretarial support for articulation coordinator and faculty to aid their coordination, planning, and curricula development.
- Establish a system for certifying student competencies or educational accomplishments from the articulated courses.
- Publicize the articulation arrangements and programs to students, parents, employers, and community officials.

ISSUES AND BARRIERS

Often efforts to articulate with other schools fail to get established or, if established, do not survive. People often begin this process with good intentions but lose enthusiasm as the task becomes more time consuming and difficult. Some of the principal reasons for articulation failures are presented in this section.

Communication Breakdown

Few things are as critical to the development of articulation programs as effective communications, both internal and external (Long et al. 1986). Whether in formal written or informal oral form, communications can smooth the paths for the effort or bring it to a complete halt. Misleading rumors can undermine the effort by stirring up among faculty and administrators fears of program phaseouts and job loss. Inadequate promotion of articulation to faculty and staff can hamper implementation, because instructors and counselors are the firstline implementers of most articulation programs and should be among the most informed and supported.

The size of the articulation partnership can limit communications. Too many individuals can tangle communications and slow them significantly. In large articulation efforts involving several institutions, it is not necessary for all staff members to become involved in the planning and review of the process. In such cases, only a representative number from each group should be involved and have a sense of program ownership. At each meeting a recorder should summarize the consensus on a particular topic to avoid resurfacing of items for further discussion.

Suggested steps to avoid communications breakdowns:

- Assign someone the responsibility and accountability to work out articulation agreements, and provide that person the time to carry out this function.
- Provide secretarial assistance to summarize the important parts of the meeting.
- Arrange regularly scheduled meetings in the various schools in order to become acquainted and stimulate stronger administrative involvement.
- Publish a newsletter reporting on the articulation effort.
- Establish an inservice meeting in order to dissiminate information.

Lack of Enthusiasm

Many articulation efforts fail at some point during the planning and implementation stages bringing the articulation to a halt. Often, so many individuals become involved and the effort becomes so complex that communications fail, protocol becomes cumbersome, and the articulation effort becomes increasingly unresponsive.

Many of these problems may be overcome by starting the articulation with one or two programs, allowing them time to experience success, and then expanding the effort.

Suggested steps to enhance enthusiasm:

- Discuss the advantages to students.
- Bring in consultants to add new dimensions to the meeting.
- Have members of the team visit schools that have successful agreements.
- Promote occasional dinner meetings.
- Find a core of teachers who are enthusiastic and interested in articulation to promote the program from the beginning.
- Establish a record-keeping system for articulation.
- Obtain a written agreement so that the program can continue even if some of the original implementers leave the school.

Inability to Sell the Concept at the Top Level

The lack of commitment from the top hinders articulation efforts. The highest level administrator for each of the involved schools must be committed to the articulation program and inform staff of this commitment. If this does not occur, the lower echelon administrators may take the attitude that articulation will not work and may even provide roadblocks to the overall effort.

Suggested steps to promote commitment from the top administrators:

- Emphasize the benefits that accrue from a successful articulation program.
- Point out the advantages to students.
- Indicate the possibility of obtaining much-needed equipment.
- Discuss the cost benefits of the effort.

Leadership

In developing articulation efforts and writing or revising curriculum, administrators frequently have difficulty finding enough time to juggle both their regular duties and their articulation program

responsibilities. Top level administrators should appoint an individual to coordinate the articulation effort or employ a consultant to bring the group together. This individual should be free of many other responsibilities in order to devote the necessary time to planning and implementing an articulation program.

Suggested steps to provide leadership:

- Obtain commitment from the top-level administrator.
- Involve the top personnel in the planning.
- Assist the top administrator in finding funds for the effort.
- Provide release time for the coordinator of articulation.
- Have someone in charge of articulation.

Staff

Faculty and other staff who are involved in the planning and implementation of an articulation effort should have released time or extra pay. To finance this, funds should be provided by the institutions involved or through a grant from the state or a foundation. For example, the state of Maryland recently provided funds for state leadership for an articulation effort between private occupational schools and community colleges. This grant also provides some money to each of the community colleges for released time of faculty and staff to develop articulation agreements. Perhaps other states can follow this lead.

Suggested steps for staff involvement:

- Communicate with as many members of the staff as possible to keep them informed.
- Talk about the potential success of students.
- Indicate the more efficient use of dollars and the potential for new equipment.
- Enable personnel in the institutions to know one another.

Faculty Reluctance

Faculty reluctance is probably the most serious problem encountered in articulation efforts. Regardless of whether the reluctance comes from the secondary or postsecondary public or private institution, or both, it can present a serious roadblock to the effort. Perhaps the major factor in faculty reluctance is tradition. Instructors are often comfortable with the way they have always done things and develop locked-in attitudes and practices that hinder successful articulation. On occasion, some instructors feel threatened by change, especially if it happens quickly or is mandated from the top. This reluctance is not as pronounced in the private occupational schools, however, primarily because of their size.

Suggested steps to counteract faculty reluctance:

- Keep faculty informed about the level of articulation and the progress of the effort.
- Provide opportunities for the faculties of both schools to become acquainted.
- Talk about the advantages to students.
- If some faculty attitudes cannot be changed, focus the effort on another curriculum.
- Encourage counselors to work together.

Elitism

A perceived "superiority complex" is one of the most visible and detrimental obstacles to articulation and is a source of much mistrust and misunderstanding between the various levels and types of institutions. This can only be overcome through group meetings in alternating facilities of both schools. This allows both faculties to become acquainted with the individuals and the programs involved.

Suggested steps to overcome elitism:

- Involve these teachers with teachers from other schools.
- Point out the success of the graduates.
- Promote the "student first" concept.
- Discuss successes of other articulation efforts.
- Mix administrators and faculty from both levels on committee work.
- Ensure that each committee member is sensitive to "turf" considerations and is prepared to promote flexibility.

Reluctance to Change Curriculum

Although each of the schools must continue with its primary mission of preparing individuals for the world of work at the time of graduation, they must also be willing to make certain minimum curriculum adjustments. For example, the receiving institution often awards its credits for the competencies learned at the sending institution. In order to mesh competencies, the sending institution may be persuaded to change the sequence of a particular learning activity so that it better fits the receiving institution's course.

Suggested steps in changing curriculum:

- Arrange meetings with faculty and staff from the other school.
- Compare course syllabi.

- Discuss ideas with advisory committees.
- Attempt to rearrange sequences, not necessarily the content.
- Redesign curriculum at both levels to be competency-based.
- Give instructors inservice training and a great deal of support when implementing articulated competency-based curriculum for the first time.

Other Barriers

In addition, there are other causes that can hinder articulation arrangements. Some of these are as follows:

- Delay of final agreements until every detail is completed.
- Indecision about whether or not to test incoming students to determine credit.
- Competency levels or grades not determined at the beginning.
- "Reinventing the wheel" rather than borrowing ideas from other successful programs.
- Belief by college faculties that private occupational students are not adequately prepared for their classes.

Nothing seems to promote support of an articulation effort as much as working on and feeling "ownership" for the articulation plan. As an automotive instructor put it, "You've got to think of the students first, not your own convenience." Articulation serves students better than traditional approaches.

CONCLUSIONS

According to Nesbitt (1982), the jobs of the future will be centered in high technology, with an emphasis on providing information services. However, our educational institutions must continue to prepare individuals for satisfactory employment in all fields and in doing so explore various means of cooperation with other institutions.

The advantages of working together, through articulation, can hold great promise. The advantages of agreements between educational institutions for the transfer of credits or recognition of prior learning will greatly enhance the popularity of further education.

The process of developing articulation agreements is not an easy task to accomplish. At times it is frustrating and discouraging, but those schools and colleges throughout the country who have managed to develop such arrangements believe their efforts are worthwhile.

Some of the advantages of articulation to the students are the following:

- Gives a broader option and choice
- Keeps costs down
- Provides a job and some finances at the end of the first training period to assist in paying for more education
- Does not require a repeat of prior learning
- Provides success at one level of education that will encourage further education

The institutions involved in articulation will also gain by helping to eliminate duplication of courses and programs, helping in student placement, increasing enrollments, being more cost effective, assisting in promoting the institution in the business world, and enhancing the credibility of private occupational schools.

Regardless of the quality of the articulation agreement, it will not be successful unless it is properly promoted and marketed. The author has found many interesting articulation programs, but in many cases they have not been well publicized. In one case, 8-year-old agreements between the superintendent of schools and the college president were discovered that not many people on the campus knew existed. Evidently, a great deal of effort had been spent in getting the agreements to the signature stage, but somehow the institutional content of these agreements was not made known to students or faculty.

Schools such as Williamsport Community College continue to promote the arrangements through such efforts as bulletin board displays, letters, and brochures to make secondary students

aware of the articulation opportunity. Through these promotional efforts, they have increased not only the quality of their students, but also the overall enrollment.

At other schools, where a grant was used to establish articulation agreements, the process went well through the life of the grant and as long as someone devoted a major effort to the promotion of the concept. Once the grant ran out and the college could no longer fund a position of director, the effort and enthusiasm soon dwindled. Therefore, as a part of the institutional commitment, it is highly recommended that one person be assigned the responsibility for continued management and promotion of the articulation arrangement.

It is also necessary to evaluate the results of the articulation agreement periodically. The total number of students articulating may be small, but this may be justifiable if one is certain that all prospective students are informed of this option. The institutions must also determine the success of the students, the quality of the program, and potential adjustments that need to be made.

Private occupational schools should examine the pros and cons of articulating with secondary vocational programs for entering students. They may also wish to consider upward movement of their students to community colleges as well as 4-year colleges and universities. Perhaps the most interesting approach is articulation between private occupational schools on a "1 + 1" program. This latter idea may have great promise within the proprietary school industry.

Suggested Studies

This paper calls attention to many aspects of cooperative planning between the various types of secondary and postsecondary institutions. Few examples can be found where private occupational schools are articulating with each other or with secondary programs. Additional study and promotion need to take place between these schools if we are to realize the true advantages of articulation. The following are suggested areas for study.

Secondary Schools to Proprietary Schools

Although this area should be important to the proprietary school industry, the author was relatively unsuccessful in finding many examples of where this type of articulation is taking place. A survey of the proprietary schools in the nation, or a sample of these schools, should be conducted to determine where articulation between secondary schools and proprietary schools is in existence and to obtain copies of their agreements as well as determining how these the agreements were arranged. Undoubtedly, AICS and NATTS would cooperate in either mailing the questionnaire or furnishing address labels. The National Center for Research in Vocational Education, in cooperation with these two national accrediting groups, could sponsor some area workshops involving both secondary and proprietary school personnel to discuss the advantages of articulation and how to develop cooperative agreements.

Proprietary Schools to Proprietary Schools

Again, very little evidence can be found of the existence of this type of cooperation. These schools seem to cooperate in many professional development activities, but little emphasis has been given to the transferability of students or developing meaningful "1 + 1" programs. Perhaps the two national accrediting groups would be interested in cooperating with the National Center to ascertain

through a survey where this type of activity exists and to promote this concept through a series of newsletters, workshops, and conferences. Undoubtedly, these proprietary schools would need to adjust their curricula to culminate in a career ladder concept.

Proprietary Schools to Other Postsecondary Institutions

Both NATTS and AICS have encouraged this type of activity. NATTS has compiled an *Articulation Tool Kit* (Lerner 1986) on how to promote this type of articulation. Approximately 50 schools have been selected to test the concepts contained in the tool kit. Area workshops and conferences on this topic would be of benefit in expanding the number of schools in this type of cooperative effort.

The data clearly indicate that competency-based instruction, when available in both schools, eases the transferability between the two schools. With the National Center's reputation in competency-based education, perhaps a booklet on the importance of competency-based instruction and how it relates to the transferability between institutions might be a viable means of promoting this type of articulation.

APPENDIX

SAMPLES OF ARTICULATION AGREEMENTS

SAMPLE ONE

AGREEMENT BETWEEN A PRIVATE OCCUPATIONAL SCHOOL AND A FOUR-YEAR COLLEGE

This agreement is entered into this _____ day of _____, by and between _____ College (hereinafter referred to as College) and _____ Private Occupational School (hereinafter referred to as Private Occupational School) for the purpose of providing baccalaureate degree programs to graduates of Private Occupational School and to provide facilities for expansion of College's continuing education programs.

To implement these objectives, the parties hereby agree to the following:

1. College agrees to conduct classes at the advanced level, offering College's catalogue courses that are not competitive with the Private Occupational School's courses acceptable for College credit as later defined. Conduct of classes is hereby defined, but is not limited to, determination of courses to be offered, scheduling, advising, selection and payment of faculty and teaching materials. College reserves the right to not offer a class if enrollment in such class is not at least eight (8) tuition paid students.

2. Private Occupational School agrees to provide use of its facilities for the appropriate conduct of classes. Provision of facilities shall be the responsibility of Private Occupational School. Scheduling of classrooms shall be done by Private Occupational School.

3. Private Occupational School will also provide the following non-academic, administrative services to implement this program:

   a. Private Occupational School will recruit from its own student body for the College program;

   b. Private Occupational School will collect all tuition as established by College and remit to College on the 15th day of each month;

   c. College will process all paperwork and certification on behalf of College for Veteran students. Veterans Cost of Instructive Program (VCIP) is the responsibility of College and is excluded from any and all provisions of this agreement;

   d. Private Occupational School will order and supply College students with books and supplies through its bookstore, providing College furnishes Private Occupational School with book titles six weeks prior to the beginning of classes where such books will be used;

   e. Private Occupational School will make its student activity program available to College students.

SAMPLE TWO

AGREEMENT BETWEEN A COMMUNITY COLLEGE AND A PUBLIC SCHOOL DISTRICT

Cooperation between educational systems at all levels is an important component to provide comprehensive articulated vocational training which meets the needs of students and industry. In response to the necessity for articulation between Community College and the Public School District, the following process and agreements were made.

1. A joint meeting of both institutions' staff members will be organized. Instructors will be grouped by vocational departments and asked to identify the learning outcomes and the areas of curriculum common to both secondary and community college programs.

2. The instructors in each department will examine the granting of community college credit to secondary vocational cluster program graduates. A list of courses eligible for consideration from each department will be developed.

3. The method used to determine the amount of reciprocal credit to be granted for each student may vary in respect to the particular vocational area. All credit will be allocated based on the competencies the student has mastered in high school, or that the student displays through their performance on a written examination, a skill test, or exhibited in a portfolio of their work.

Both the Community College and the Public School District recognize the quality of instruction, the expertise of the program instructors, and the competencies that students attain through their vocational training in each system. It is because of this that the students of the Public School District may benefit from the Articulation Program in the following ways:

1. Students may earn credit to allow them to advance toward their college degree while attending high school.

2. The tuition and fees normally charged for community college will be waived. A transcript fee will be assessed instead of the normal cost per credit hour.

3. Students will receive intensive vocational training to better prepare them for employment and/or additional education.

4. Enrollment and support of vocational programs may potentially increase through community college linkage.

5. Public School students will receive credit at the Community College upon enrolling at the College on a full or part-time basis, or upon submitting appropriate materials after completion of the high school course.

6. Cooperation and vocational program articulation will conserve College and School District resources.

7. High school students will benefit due to the reduction of the time and tuition needed to complete a college program.

8. The College and the School District agree to expand this agreement to include other vocational/career departments.

SAMPLE THREE

AGREEMENT BETWEEN A PRIVATE OCCUPATIONAL SCHOOL AND A PUBLIC SCHOOL DISTRICT

TO: All Administrators, Staffs and Faculties of the School District and the Private Occupational School.

SUBJECT: Application and Implementation of the Policies and Procedures for the Articulation of Similar Vocational Training Programs of Instruction.

Since 1976, the School District and Private Occupational School have been working toward making the articulation of vocational education programs a viable and valid reality. Through joint efforts in the Occupational Education Articulation Program, the School District and the Private Occupational School fully support the concept of articulation and agree upon the purposes of the articulation program.

This *Policies and Procedures Guide* has been developed as a joint effort of the School District and the Private Occupational School with the assistance of individuals representing the institutional administrative units, involved faculty, and the local business and industrial community. The *Policies and Procedures Guide* is designed to assist the articulation of very similar programs of vocational training institutions.

Appreciation is expressed to participants at both institutions for the joint effort of this endeavor.

Superintendent The School District	President Private Occupational School

SAMPLE FOUR

AGREEMENT BETWEEN A PRIVATE OCCUPATIONAL SCHOOL AND A TWO-YEAR COLLEGE

Director
Private Occupational School

Dear Sir:

This letter is to inform you that the Technical College will accept programming technology courses completed by graduates of the Private Occupational School.

Upon examination of the Private Occupational Schools' courses by your faculty and the Technical College's business faculty, 43 Technical College credit hours in programming and related courses will be awarded for Private Occupational School programming graduates who are admitted to the Technical College's Computer Programming AAS degree program.

The 43 credits toward graduation will be awarded on a contingency basis, subject to proper on-going evaluation and review of each Private Occupational School student's progress by Technical College faculty.

The Technical College welcomes your graduates to its Associate Degree Program.

Sincerely,

Chairman, Business Division
of Office and Information
Systems Technology
Technical College

SAMPLE FOUR—*Continued*

Computer Program Curriculum

Course	Course Title	Credit Hours	Contact Hours
0510	Data Processing Fundamentals	5.00	7.00
0512	Basic Programming	5.00	7.00
0520	Cobol Programming Fundamentals	5.00	7.00
0521	Practical Computer Operations	5.00	7.00
0522	Problem Solving Fundamentals	3.00	3.00
0530	Advanced Cobol Programming	5.00	7.00
0541	Cobol Programming 3	5.00	7.00
0570	Assembly Language Fund-Mainframe	5.00	7.00
0573	RPG-11 Programming Fundamentals	5.00	7.00
	TOTAL CREDITS	43.00	50.00

SAMPLE FIVE

AGREEMENT BETWEEN PRIVATE OCCUPATIONAL SCHOOLS

X Private Occupational School - Associate Degree Granting School

Y Private Occupational School - Baccalaureate Degree Granting School

1. The Direct Transfer program will be extended to those students graduating from X Private Occupational School with an Associate Degree.

2. Y Private Occupational School agrees to accept the student who graduates from X Private Occupational School with an Associate Degree and a minimum of 2.0 cumulative average on a 4.0 scale.

3. For students who have completed other programs at X Private Occupational School, Y Private Occupational School agrees to evaluate their courses with a C or better average for acceptance as elective credits and/or as credits applicable to specialized fields of study where appropriate.

4. Y Private Occupational School agrees to provide library services for the students of X Private Occupational School as attached.

5. Y Private Occupational School agrees to provide X Private Occupational School opportunities to meet with their students on a regular basis.

6. X Private Occupational School agrees to provide Y Occupational School names and addresses of their graduates.

7. As soon as the agreement is approved by both institutions, each will be free to announce the agreement and include said information in any college publications.

8. This agreement is to be signed by the President, or appropriate designee, of each Private Occupational School.

Signature _____

President of X Private Occupational School

Signature _____

President of Y Private Occupational School

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